

AMERICAN JOURNAL OF EDUCATION

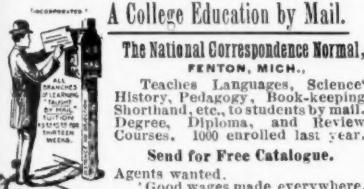
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THE SAFETY OF A REPUBLIC

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VOL. XXXI.

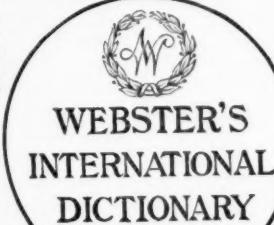
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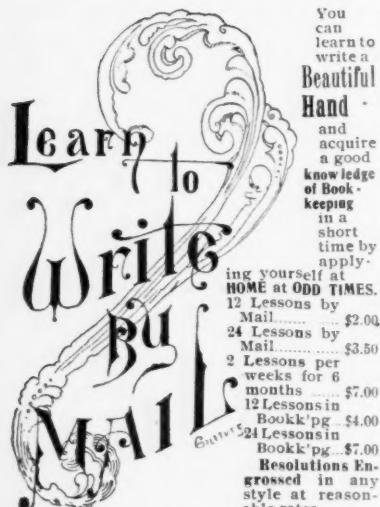
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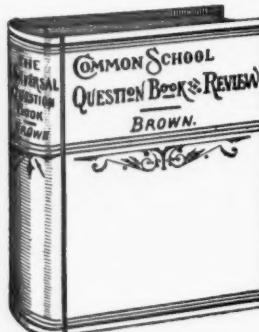


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AMERICAN JOURNAL OF EDUCATION

UNIVERSAL EDUCATION
THE SAFETY OF A REPUBLIC



VOL. XXXI.

ST. LOUIS, MO., APRIL 9, 1898.

No. 4.

PERRIN & SMITH, PROPRIETORS.

J. G. REYNOLDS, MANAGING EDITOR.

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MANUAL TRAINING.

Manual training has made very rapid progress in American Education since it was established. It is indeed one of the greatest, if not the greatest, achievement of the new education. Dr. C. M. Woodward's famous statement, "Put the whole boy to school," has become a watchword all over the country. The Manual Training School of Washington University opened the path and blazed the way for others to follow. The eighteenth annual catalogue of this school has just been issued from the press of Perrin & Smith. The concluding paragraph sums up the great change of sentiment towards manual training, as follows: "In sending out this Eighteenth Catalogue, the Director calls attention to the change which has been wrought in American education since this school was organized. Its first Prospectus, published in 1879, was regarded as an educational curiosity. Its first catalogue in 1880-81 was the first public announcement of a manual training school in actual operation. For three years it stood alone, the observed of all educational observers. Then others began to appear, in Chicago, Baltimore, Philadelphia, Toledo and elsewhere. Now the land is full of manual training schools. Manual training has come to

stay. The days of sneers and harsh criticism are passed; all are our friends. No longer does one hear that manual training is good enough for a poor boy, or for a mechanic. No boy is too good for it; wealth and culture and industry alike cherish and profit by it."

THE RURAL SCHOOL LIBRARY.

About one-half of the children of the nation are educated in the rural schools and live in homes where there are very few good books suitable for the young. Although much has been done, and is now being accomplished by way of supplying these children with books in the public school libraries, there is yet a great work for the country teacher to perform before all are supplied. The parents need an awakening, and I know of no better way to show them the need than to let them know what books are being read and what the children say they would like to read. A few years ago when the editor of this journal was teaching a country school, the following questions were given to the school one evening without any previous notice or any intimation of why the answers were wanted:

1. What books have you read?
2. Do you know of any book you would like to read?
3. What papers do you read?
4. What magazines do you read?

The replies to these questions revealed the fact that nearly all had read some books and had a desire for more, but the kind of books was what opened our eyes to the great necessity of preparing something better. The books of the "blood and thunder stories," and the Buf-

falo Bill type were in the majority. Quite a number had read "The Life of Buffalo Bill" and parts of the "Bible."

The replies were classified, read to the school and shown to the Board of Directors and to many of the parents. The result was such an awakening of public opinion that it was not long before we had a carefully selected library of about thirty volumes.

A good library will increase the interest in school. It will bind together the community. It will bring increased power and happiness to all who are helped to better reading—and it will bring a general uplift to the whole neighborhood. Do not teach another year without seeing that the children have access to good books.

There are a few things that must be committed to memory absolutely, and one of these is the multiplication table, from two times two up to twelve times twelve. No amount of object teaching can do away with the drill that is always necessary to fix these facts indelible upon the memory.

The child should know that 7 times 8 are 56 just as readily as he knows that d-o-g spells dog. There are many plans of presenting this old table—a variety of ways in which it can be served in order to make it interesting, but in this, as in all things educational, there is "no royal road to learning," and it must be memorized.

The article in this issue on Boys and Books is worthy of careful study. The books and the children are factors in every school that need much care on the part of teachers in order that they may come together in the right relation. It is just as important that the boy or girl learns to choose good company in books as it is to select suitable companions on the playground. A boy not only is "as the company he keeps," but he soon becomes like the characters represented in the books he reads.

Without proper discipline a school is a disgraceful and destructive farce. The quiet of a school room should invite to study. The

mind likes quiet and likes work. Failure in government is usually due to lack of presence—a qualification that superintendents and push cannot supply—enthusiasm and tact. A superintendent may help a teacher to develop and enlarge a gift; he cannot create the gift. He cannot give presence to the passive purposeless face, sight to the blind, hearing to the deaf—Patrick.

N. E. A. WASHINGTON, JULY 7-12.

Looking at it as a question of dollars and cents only, you cannot afford to miss the meeting of the N. E. A. at Washington, D. C., next July as the benefits to be derived from the trip as a purely business investment, in the way of an increased store of knowledge, the enlargement of your ideas and the social and business prestige that the trip will give you at home, will largely outweigh the cost of the trip.

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In a professional way the business of the meeting will prove of incalculable benefit to you, and in a semi-educational as well as a sight seeing way you will thoroughly enjoy a visit to the capitol building, the magnificent new Public Library, the Navy Yard, the two houses of Congress, the Supreme Court, the National Cemeteries at Arlington, the White House, the various departments, the National Museum, Corcoran Art Galleries, Washington's Monument, the Botanical Gardens, the Smithsonian Institute and the thousand and one other attractions that in connection with its magnificent streets and avenues and its vast number of public buildings and magnificent private residences has caused Washington to be justly called "The Paris of America."



EDUCATION'S HIGHEST AIM.

By AUSTEN K. DE BLOIS, PH. D.,
President of Shurtleff College.

The progress of educational agencies in any community or in any epoch is conditioned by the ideals of the race and of the age. A period or people that is utilitarian will dictate a practical standard for the educationist. If dogma is dominant education will conform to the demands of rubric and ritual. In times that are alert and active in exploration and discovery the sceptre of science guides the teacher. Culture and refinement demand the exaltation of classical scholarship. Yet more than this. In periods of free inquiry and in lands where the spirit of the highest civilization finds its expression, the lesser ideals are permeated and purified by that which is more holy and more true. They are not lost, but dignified. They form a part of the warp and woof of the loftier ideal. The progress of this ideal is often uncertain and wavering, but its logical tendency is toward an unseen and divine goal.

In primitive life the service of self is final. Self-gratification is the end and law. The relations and the environment of the individual are simple, and adjustment to the conditions and exigencies of life is easy. The savage lives to enjoy the sunshine of the single day. In so far as any educational processes are involved, the idea of self-indulgence is most prominent. The youth learns to catch fish, to make arrows, to cook venison, to build a wigwam, and the aim in every instance is a personal satisfaction. No question of right or law, of virtue or duty, of mission or destiny, is ever recognized. The battle of life, for which all educational processes prepare the individual, is a series of spasmodic efforts to conquer unpleasant and resisting influences, in order to secure repose of body or personal convenience or the excitements of a contest for personal suprem-

acy. This is the rudest and crudest form of educational advancement.

In higher forms of civilization the quality of self-assertion modifies and interpenetrates the lower and weaker motive of self-satisfaction. The present impulse is crushed that the larger interest may be won. The Roman abhors lassitude and luxury that he may win glory. Law and patriotism are all-controlling principles. The city on the Tiber gains a world-empire through the deification of such attributes as those of valor and self-confidence. The perfect man is not the happy man, as in the earlier stage; nor yet the cultured man, as in the life of the Greek; but the man who combines the qualities of the citizen and the warrior. Here the aim is practical, the discipline is rigorous, the propulsive force is an irresistible self-activity, and the mission of the educational process is the preparation of the individual for the largest personal service. This service is for the State, but it is by no means unselfish in its character. It brings an immediate reward in the glory and honor which accrue to the individual, and a less direct advantage in the evolution of a larger power and a richer life for the State, of which the individual is a component part. Thus Roman education, in the days before "captive Greece took captive her rude conqueror," exemplified in fullest measure the value of the human will in the training of youth for the struggle of life.

In the ideal of self-culture force of will and love of wisdom are coinjoined. Culture as an end in itself is a fascinating dream to a strong soul. The idea of the intrinsic worth of every intellectual possession charms and captivates the toiler after hidden mysteries. "Self-reverence, self-knowledge, self-control, These three alone lead life to sovereign power."

The maxims of moralist or sage can reach no higher level than to counsel self-scrutiny, to command self-discipline, to urge the possibility of self-development, to glorify the freedom of self-conquest and the dignity of self-completion. In the solid ground-work of Greek nationality Sparta raised the pillar of Strength, and Athens the pillar of Beauty, while about these twin columns grew the fair

fabric of Hellenic culture. Perhaps from the hoary summit of Olympus the people borrowed the ideal of strength. Perhaps in the sparkling waters of the blue Aegean their ardent natures found the soul of Beauty. It matters not. It matters only that the youth were taught to be both beautiful and brave. It matters only that a race of heroes peopled the glades and glens and groves of sunny Greece. The ideals of the early day are not outworn. Spite of our noisy towns and dusty streets and greed of gain and rage for worldly honors we feel the stirrings now and then of nobler motives and diviner passions, such as fed the burning genius of the earlier age.

He who has realized the priceless worth of culture has found a tonic for feeble desire and hesitating purpose. His pulse is no longer sluggish, nor his eye dim, nor his cheek pallid, nor his foot-steps weary, nor his pathway clouded. The ideal of self culture reveals the boundless and deathless possibilities of human life and personal attainment. Here the teacher has at once an inspiration and a task. The sum and substance of his obligation lies in the labor of revealing the pupil to himself. If he have taught the plodding, wondering child the lesson of self-knowledge, and have filled him with the quenchless thirst for self-realization, he has triumphantly fulfilled the measure of his duty. This duty, however, is never accomplished by means of self-culture alone. Just here the Greek failed. And just here every educational system must fail which confounds self-development with self-realization. The one is a process, the other an ideal. The one is a means, the other an end. Education and culture and discipline are necessary aids and adjuncts in the process. The true realization of self comes only through the denial of self. The pupil finds his life when he lays down his life.

Here then is the highest ideal, to which all others are at once necessary and tributary. The aim and soul of all true education is self-sacrifice. Here the lower ideals are not simply strengthened; they are transformed and hallowed. The change is in quality, not in quantity. The teacher who is a Christian seeks the best and broadest culture for the highest and

holiest service. He seeks not merely the development of manhood radiant and mighty; or of womanhood pure and queenly. He follows a divine ideal. He sees

"A light across the sea,
Which haunts the soul and will not let it be,
Still beaconing from the heights of undegen-
erate years."

The perfection of the person depends upon the union of the self with a higher self. When Socrates watches for the "demonic sign;" when the prophet on Horeb hears the whisper of "the still, small Voice;" when Buddha accomplishes the great renunciation and thus receives his Message; when the Sublime Teacher passes from the torment of agony into peace with the cry of resignation, "Not my will but Thine be done," the goal is gained through loss, the victory by surrender.

This ideal is at every point consistent with the deepest intellectual development. It encourages every sort of training which is wise, it emphasizes every phase of study or research which promises a larger truth, an ampler culture, or a richer life. It simply substitutes for the cold and formal maxim, "culture for culture's sake," the warm and living precept, "culture for Christ's sake." It owes a liege service to a Heavenly Father, and to a Human Brotherhood which bears within its troubled bosom the image of that Father.

The scholar, the thinker, the teacher, is a lamp unto himself; but the lamp is lighted at a divine fire. It lighteth not the individual soul; it giveth light to all. Thus the highest ideal may illumine the lowliest task. And thus the intensest ambition of the true teacher, for himself and for his charge, finds utterance in the cry,

"Give unto me, made lowly-wise,
The spirit of self-sacrifice."

Upper Alton, Ill., March 1, 1898.

Supt. W. H. Maxwell for many years Supt. of the Brooklyn schools, has been elected superintendent of the schools for Greater New York. This is a well merited honor to Mr. Maxwell and an equal honor to Greater New York. Mr. Maxwell is one of the ablest, all-round men in the educational business, and he is a gentleman. His many friends will rejoice that his superior worth has been so fully recognized by those who know him best.

BOYS AND BOOKS.

BY J. S. MOYER.

The desire to be great is as strong in boys as in men; and the desire to do right is one of the attributes of every soul.

Our aim as teachers and parents should be to assist the boy in his aspirations and furnish him with such associates as will assist in building a strong moral character.

The boy is just as eager to reach up, to emulate, as the man. With a good book, he shares the author's best self and best hours; he associates with a hero rather than a dandy, with an intellectual giant, not a dwarf, and thereby he shows to what his own tastes have grown. In this searching and finding the greatness in others, the boy becomes conscious of the greatness in himself. Every time a boy can be made to feel, by reading or by personal contact, the greatness of another, he becomes conscious of a new power within himself. Every good book he reads becomes a lens through which he looks and sees himself.

Give a boy a taste for good books and the means of gratifying it, and you make him a happy boy. You place him in contact with the best society in every period of history, with the wisest, the wittiest, the tenderest, the bravest and the purest characters that have ever lived.

Much has been said about the selection of books, and much more needs to be said. Should a boy be left to select his own book? We say, yes, and then ask the question: Does a child naturally love goodness and greatness? Ask those whose love and sympathies have mingled much with the joys and sorrows of childhood. Do not take the opinions of those who see much evil in the world, much of which is but the reflection of their own hearts.

If the parents and child have fed on nothing but husks, and their souls have become so dwarfed that the light is almost out, the boy will not be able to select his own book, nor make a wise selection in anything else. But a healthy child, one whose spiritual nature has been fed on what it craved, will have no desire

for an associate not in harmony with its nature.

We sincerely believe that virtue is in harmony with, and vice a violation of man's nature; that purity, holiness and happiness have at all times and under all circumstances been the supreme desire of the soul; that these attributes are found and predominate in the heart of every healthy child, and are trying to assert themselves to make of the boy a strong and virtuous man. But the boy is often told that he is naturally bad, that he would rather choose evil than good, and early the boy is made to feel that this world is a cruel judge. So it is. It is making a criminal of him as fast as he will grow. Some may say that this is not in harmony with sound teaching. We must say, however, that our experience with boys has convinced us that the idea of total depravity and original sin is a libel on God and man.

In the selection of books, we would always consult the wishes of the boy and feel satisfied that the book that gives him delight benefits him. It is undoubtedly the book in which he recognizes himself. Every boy's conscience will tell him what books to shun. Never try to compel a boy to read a book. Let him read it from choice. Men are never made better by law, neither are boys.

If we ever expect to decrease crime, lessen pauperism, close saloons and gambling hells it will never be by legislative enactments. We must multiply the joys of home life. We must constantly add to the source which gives delight to childhood. We must abandon the deep-seated and pernicious idea that boys are naturally bad and must be governed by a rod. This attitude toward boys has wrecked more lives than the saloon. We must believe and act accordingly, that every time a boy takes a downward course we have not given him an opportunity to be good, and that at times, we have actually forced him satan-ward.

We too often believe that there is a saving virtue in law and conventionalities. In our attitude to the child we fail at times to realize the truth, that deceit and falsehood spring up in the child only when it is limited by law and social customs.

It is this conformity to fixed laws and customs that has hindered mankind in his progress. These regulations have a blighting influence on us all. "The letter killeth, but the spirit giveth life." We all feel it. And to the extent that we are able to free ourselves from conventionalities and denounce our inheritance, are we free. We, children of an older growth, have this load that bears us down. It is the same burden that we are imposing on the children to-day by our customs and methods of teaching. The child would be free. Free from prescribed limitations; acting only in accordance with the impulses which come from a pure and happy life. Its greatest delight and desire is to please, and is only happy when, with those who are in harmony with its nature. But there are parents and teachers who believe that the child is a sinner by nature, and their attitude is governed by their belief. They look for sin and find it. We always do. The sin that we first see in the life of the little child is but the reflection of our own hearts. Why should a child educated naturally and in perfect freedom, tell a falsehood? What has he to hide? Sin is not in harmony with the child's nature. It is only the result of bad teaching.

Five years ago there came into our school a boy of 13 who was carrying a heavy load as a person of mature years could well bear. He was as sly and tricky as one who had spent years in evading the law. With no respect for self, he showed none to others. He had no sympathy or love for others, for he had never received any. When trying to have him feel his relations to an organized school, he would chafe, and said he preferred living all alone, where he would never see any one. After laboring awhile with the boy, I went to see the parents, and there I found the key to the situation. The father boasted of having read the Bible, and lectured to the boy by the hour. He had punished the boy until he saw it was of no use. He declared that he had done his duty as a Christian parent, and had given his son up as being doomed to destruction. The mother said that she could not trust the boy; that James was a liar from the beginning. It did not take long to discover that there had been too much preaching. That the life of the father and mother had been a lie daily, to

the boy. There was nothing in the home for the boy to enjoy. The parents pretended to be Christians; but their religion was nothing but law, and their pretended love had well nigh frozen the life in the boy. I found much good in the boy, and a strong attachment resulted. James loved music and pictures which showed the cravings of a good heart. He read during the year sixteen good books from the library. The hard features began to relax and one could see that sunshine had come into his life. Instead of the hateful and sullen disposition, there was manifested in the life of James the attributes of love and sympathy.

Fulton, Ill.

BRIGHT CHILDREN.

BY W. A. MOWRY.

AN OPEN LETTER TO THE GUILD.

Dear Fellow Teachers:

Perhaps I ought, rather, to address this "Dear Sister Teachers," since ninety-nine out of every ten," as a friend of mine is accustomed to say, are women. But I want to congratulate you all on keeping a "common school" and having common school-children. It has been my misfortune to be the tutor of several "remarkable bright" boys and girls. In a common school you find a great diversity of minds, and bodies, too, for that matter. Some are bright, some are dull; some quick and some are slow; some are industrious and some are lazy; some are scholarly and some are stupid; and so on to the end of the chapter. You get variety in your schools. You know what to do when anything takes place. The bright ones spur on the dull ones and compel more reflection and more careful thought. Your circumstances are natural, under a normal, divine economy.

On the other hand, I am teaching only bright, precocious youth, and it is "awfully monotonous." One never knows what to do, or what to say, when anything occurs. For, as you see, everything is so unexpected. I feel, all of the time, as if I was running on a railroad train whose engineer was a lunatic. We are always on the eve of a smash-up, an explosion, or some catastrophe.

For instance, one of my bright boys the other day asked: "How much older is a man who lives to a 'ripe old age' than one who lives to a 'green old age'?"

Another read in the Testament as follows: "He that stumbleth hisself shall be exhausted, and he that exhausteth hisself shall be basted."

One of my little boys, whom we call Tom, asked me one day what a "wooden Jew" is. He said he had seen "wooden Indians" in front of the tobacco stores, but would like to know where they had "wooden Jews." Well, I asked him where he had heard of such a thing. He said: "In the Sunday school. The superintendent said, 'I would rather do what was right; wooden Jew?'"

Of course all my children go to Sunday school, and one Sunday after they returned from school I asked my pet boy Jack, who is generally called "Professor," on account of his facility in picking up all sorts of information, and knowing something of everything, altho, if the whole truth must be told, I sometimes think he is a little lacking in the quality of exactness: "Well Jack, what was your lesson about at Sunday school, to-day?" and Jack replied: "Oh, about those three men who were put into the furnace."

"And, what were they put into the furnace for, Jack?"

"Because," he replied, "they wouldn't wash up the image."

About the same time, the lesson one Sunday was concerning Daniel in the lions' den, and little Lucy, who is always called "the Princess," because she is so precise and stately, gave a very clear and intelligent account of this famous Bible story, and then added:—

"And they put court plaster on his wounds and fixed him all up, and he got well again."

"But," said I, "I thot you said the lions did not touch Daniel."

"Well, I know," said she, with all confidence, "the Bible does not say so, but then, I suppose they did."

Now, dear teachers, what can be done with such remarkable bright children. These things, constantly taking place, and breaking out in new spots without a moment's notice, keep my mind in such a state of nervous expectancy and

uncertainty that I can not concentrate my best power upon the legitimate work of my station, and I am prematurely growing old.

Bless your stars, fellow teachers, for having your lot cast among common school children, and your service to perform in the common school.

Affectionately your sister,
Semantha Jones.

BE GOOD TO LIVE WITH.

BY J. P. MC CASKEY.

In the Russian department, in the Art building of the Chicago Exposition, at the north end of the gallery, there hung a picture that attracted much attention, and that has since been reproduced so often as now perhaps to be more widely known than any other of the fine paintings upon those walls. It told its familiar story simply and pleasantly, and one lingered, as loath to go, and came back day after day to look upon it, drawn by a spell deeper than the painter's art. And it has taken its place in the picture gallery of memory of untold thousands.

She comes hurrying from the kitchen, where she has been eagerly and lovingly busy, hand and head and heart at the service of an honored guest—the most hospitable woman, shall we say, in all Bethany, and one of the best and most helpful to know, and to love, and to live with? So at least he seemed to think who knew to their depths the hearts of those about him, and longed for human sympathy and affection. If we may judge from the record, as we read between the lines, he seemed to regard this family, two sisters and one brother, as very attractive people, and among the best he knew in Palestine..

"Master, bid her that she help me. Mary is a good enough girl, but she's leaving me to do everything just now. I don't know what you're talking about, but it seems as if she can't tear herself away from it. You are tired and hungry, and I want to have something for you to eat as soon as possible." And, laughing, she kept on: "Mary is a good cook and a good housekeeper, and always ready to lend a hand when anything is to be done, but

now—well, I've called her two or three times and she doesn't seem to hear me. Bid her that she help me."

He smiled as he looked into her truthful eyes, noted her quick, half-impatient manner which he knew so well, and the tones of her pleasant voice that had in them, one can readily imagine, the faintest suggestion of fault-finding. "Martha, sit down. You are one of the best women in the world; but Mary is better than you are." "I know that," she said impulsively; "I always knew that. But I would like her now to help me get this dinner." And she laughed good-naturedly at Mary's pleasant disclaimer that Martha was "the best woman" she knew—for they were friends, you know, as well as sisters, and appreciated and loved one another. "Don't worry about the dinner, Martha"—and in his fine eyes there beamed a light that spoke more than words might say—"nor much about anything else. All that in good time. We were talking of Eternity. But one thing is needful." And the sisters together soon spread the generous table for their welcome guest.

Christ was no far-off teacher, cold in manner, didactic in method, but a beloved and trusted, and familiar friend, good to live with. What a compliment did he pay to those women and their brother in his habit of going to their pleasant home in Bethany!

Good to live with! Of all people in the world, let this be said of wife and mother, then of husband and father, sister and brother. When and where shall we name the teacher? Always and everywhere.

There hangs in our study hall the portrait of a man good to live with anywhere, as thousands will bear loving testimony, but especially so in the school room. He looks down upon us to-day an inspiration. "Being dead he yet speaketh"—and in this city where forty-five years ago he lived and taught. I have never known any boy who was under him, when Dr. Higbee lived with us in our High School, who does not recall pleasant memories of the man. We were always glad to go to his class-room, for there was life there—in the man himself and in the outlook. He never seemed to be trying to teach us much; but

everything was interesting to him. And as he looked at it, and thought about it, and spoke of it, and had so many outside connections to suggest, interesting to himself and to us, he aroused curiosity and gave impulse to something beyond. I have been grateful to him for waking me up to a new thought one day when he came over from the mathematical room to hear our class in Caesar. He drove his pick down into one of the paragraphs on the Helvetian war, and turned up a nugget in which I caught the glint of gold—and I've known since then a gold-field richer than any the Klondike will ever show. Ah! he was good to live with.

I cannot say, and I will not say
That he is dead; he is just away,
With a cheery smile, and a wave of the hand,
He has wandered into an unknown land,
And left us dreaming how very fair
His needs must be since he lingers there.

"Away!" Would we be good to live with—then let us keep that thought present in the minds of the children, and the boys and the girls growing on towards manhood and womanhood. It is better than the lesson in arithmetic or geography. It is the thought of immortality, here beautifully put, which lingers upon the fancy like melody upon the ear. Just "away"—a Scotch expression for death. Ian Maclaren refers to it very tenderly in one of his books. I was struck with it first when a boy, in reading "My Schools and Schoolmasters," by Hugh Miller, the Scotch geologist. He speaks of the print of the feet of the little lambs upon the new-made grave of his child, and quotes some lines which he found long afterwards among the papers of its mother. I have not seen the book in many years, but have thought of the lines often. This should be the best "away" that we or our pupils will ever ponder or realize.

Thou'rt awa' and awa' from thy father's side,
Thou'rt awa' and awa' from thy mother's knee;
Thou'rt awa' from our blessing, our care, our
caressing,
But awa' from our hearts thou ne'er shalt be.

"Find your niche, and fill it. If it be ever so little, if it is only to be hewer of wood or drawer of water, do something in this great battle for God and truth."—Spurgeon.

"PATRICK HENRY, THE ORATOR OF THE REVOLUTION."

BY JAMES LEVEN FORD, JR., OF SMITH ACADEMY, ST. LOUIS.

This essay received the second prize (silver medal), given by The Missouri Society Sons of the Revolution.

The early patriots who made the American Revolution possible were few in number, but they were men of undaunted courage. Cheerfully they incurred all the penalties which a hostile tyranny could inflict upon them. Their devotion to principle, however, triumphed gloriously in the end.

Among this small body of patriots was a man who by his eloquence, his fearlessness, and his unflinching fidelity to the cause of liberty, aroused the Colonists to an open state of revolt against the mother country. It was he who by the strength of his oratorical power, and the fire of his impulsive nature, fanned into a living flame the feeble spark of liberty which seemed to have been crushed out forever by the heel of British oppression. This man who so well deserves the honorable title which has been given him, "The Father of the American Revolution," was Patrick Henry, of Virginia.

Born the son of John and Sarah Henry, May 29, 1736, in Studley, Virginia, Patrick Henry had flowing in his veins the blood of Scotch and Norman ancestry. The boyhood of Henry gave no promise of his future greatness. Indolence and too great a love for pleasure were serious drawbacks to a character almost perfect in other respects. When it came to the patriotic services of his later life, however, idleness never stood in the path of Patrick Henry.

At the early age of nineteen, young Henry married Sarah Shelton. To find a means of providing for his family, he tried his fortune successively, as merchant, farmer and lawyer. To the last occupation Patrick Henry owes all his claim to a place in the front rank of American patriotism. It was the profession of law that fully developed him and brought forth his talents, showing him to his fellow-men a genius, an orator and a patriot.

Henry began the practice of law in 1760,

with small knowledge of the profession, but with a large store of latent wisdom and oratorical power. In 1763, after three years of practice, the young jurist, by the display of his wonderful talent during his patriotic defense of the people in their fight against the clergy, placed himself at the head of the Virginia bar.

The case was known as the "Parsons' Cause," and it related to the salary of the clergy. On the day of trial, the little court house of Hanover County was crowded with people. Rising in an embarrassed and weak manner, Henry began to plead his case. The clergy, seeing his poor beginning, wore the smiles of anticipated victory. The father of the young attorney hung his head in shame. But Henry was undaunted. He gradually warmed up to his subject, until he finally burst forth in all his eloquence. Firm and collected, he appeared before the assembled crowd, the accomplished debator, the shrewd lawyer, and, above all, the patriot orator.

The smiles of the clergy gave way to groans; the shame of the father was turned to the greatest pride; the jury unhesitatingly returned a verdict favorable to Henry.

In 1765, Patrick Henry was elected to the Virginia House of Burgesses. On its roster of members were the names of the most brilliant men of the age. In this house, the odious Stamp Act was soon declared illegal, a declaration wrung from its more conservative members mainly by the eloquence of Patrick Henry. It was in a debate upon this measure that Henry called down upon himself the cry of "Treason!" The young orator turned his flashing eyes upon those who had uttered that word, and, standing firmly by his convictions, defied them to do their worst.

Henry spent several brilliant years as a legislator. During this time he vigorously supported all measures which tended to bring about Colonial union, and he vehemently opposed the tyrannical policy of England. He was next called upon to occupy a more prominent position among the Colonists. He was elected a delegate to the First Continental Congress, which met September 4, 1774. Such was the effect of Henry's forcible arguments upon this patriotic body, that he was soon recognized as

the most brilliant orator of the Colonists.

Henry was yet to deliver his grandest speech, however, a speech in which he pointed out to the assembled patriots the utter impossibility of conciliation between the mother country and the Colony. At the same time, Henry so portrayed the cruel deeds of the British that had it been possible again to be on friendly terms with England, not one of his audience would have taken advantage of the opportunity. This speech, "The Appeal to Arms," was delivered in Richmond, March 20, 1775, during a session of the Virginia Convention, of which Patrick Henry was a member.

A multitude had assembled to hear Henry speak. The people knew that he was to exert his eloquence, but never did they dream of hearing such a "storm of patriotic enthusiasm" as that with which the young orator electrified his audience. Henry began his speech in a calm voice, but as he proceeded his voice rose louder and louder. Never had such eloquence been poured forth nor had one ever a more attentive audience; everyone was inspired by his commanding presence; every eye was striving to gaze upon the brilliant orator. When he finally took his seat, every heart was throbbing in unison with the patriotism of the young statesman. The walls of the large building kept ringing with his voice, echoing and re-echoing to the ears of all those burning words, "Give me Liberty or give me Death!"

In spite of the fear caused by England's power, these resolutions, in support of which Patrick Henry had advocated the arming of the Colony, were immediately adopted. Nor did the orator rest at words alone: A month later a company of patriots, captained by Patrick Henry, marched against the British and forced them to pay for some powder which they had seized.

Thus the same patriot whose oratory first awakened in his countrymen a feeling for freedom, had now the honor of leading the first armed expedition against the English in Virginia.

As a member of the Second Continental Congress in 1775, Patrick Henry once more served the cause as a legislator. The Colonists seeing that their many petitions for representation in Parliament were of no avail, had now de-

termined to see what effect the terrors of war would have upon that body. At a meeting of the Third Virginia Convention, Patrick Henry was elected Colonel of the First Virginia Regiment and Commander-in-Chief of all forces to be raised in Virginia, but he soon resigned his position.

Henry was the leading factor in the Virginia Convention which met May 6, 1776. It was in this assembly that resolutions for Independence were moved and carried. It was the duty of its members to frame a constitution and elect a Governor for Virginia. The assembly showed its marked appreciation of the patriotism and statesmanship of Patrick Henry, by electing him upon the first ballot. So much executive ability did he display, so wisely and satisfactorily did he perform his various duties, that upon the expiration of his first term of one year, Henry was re-elected to the office of Chief Executive, upon a joint resolution without ballot.

During these two years as Governor, Henry's eloquence was continually exerted in behalf of America's suffering army, and he always saw to it that Virginia's full quota of troops were supplied. He so performed his State and National duties that he had the confidence of everyone. He was rewarded for his patriotic zeal by being once more unanimously elected Governor of the Old Dominion. At the expiration of his third term, Henry refused a re-election to the office of Governor. He also declined a seat in Congress.

It was about this time that there was a general despondency among the Americans as to their ultimate success. The money of the colonies was depreciated and their resources crippled. For the first time, Patrick Henry shared in this loss of hope. He determined again to enter the Legislature, and by his oratorical power to infuse into it some of his own vigor and fire.

The war was now being waged in the South. Virginia was being plundered and destroyed by the British under Cornwallis. During this time of distress, Henry was untiring in his zeal as a legislator to further the patriotic interests. Almost always looking at the bright side of misfortune, he proved of invaluable assistance in arousing in his less sanguine countrymen a new

and stronger desire for Liberty. But not even the hope of Patrick Henry ever reached the expectation of so immediate a triumph as followed. By the great military strategy of Washington, the invading army of Cornwallis was surrounded. Cut off from all aid, the British were, at last, upon October the nineteenth, seventeen hundred and eighty, forced to surrender.

Colonial Patriotism had triumphed over British Tyranny. The revolutionary spirit, started and kept aflame by the oratory of Patrick Henry was, at last, victorious.

After the close of the war, Henry was very energetic in his zeal to make his country as strong in peace as it had been in war. He earnestly advocated the building of educational institutions, and as a leader in the Legislature, he was at all times zealous in promoting the industries of his State and Country.

As a testimonial of their appreciation of the great merits of Henry, the General Assembly once more unanimously elected him Governor of the Colony. Again was he elected to that position on November 25th, 1785, and at the expiration of this, his fifth term, he declined a re-election. Henry also refused an election to the Federal Convention which met at Philadelphia to frame the Constitution. But he accepted a seat in the Virginia Convention, which met to ratify that document.

As a member of the Electoral College, Henry voted for Washington. Declining all further nominations and elections, he retired to private life. But the sentiments of the great statesman have remained, and consciously or unconsciously they are present in every stage of our political growth. He was courted by all the political parties. Foreign embassies and the important positions of Chief Justice and Secretary of State were offered to Henry, but all were declined. As a last appeal, Washington begged the retired statesman and patriot to stand for the Legislature. Infirm and in declining health, Henry did not refuse the request of Washington. He appeared as a candidate before the people, and, as usual, he was elected by his devoted adherents, despite the apparently overwhelming odds against him.

On June 6th, 1799, Patrick Henry died, crowned with honor as patriot, statesman and orator, unexcelled.

The name of Patrick Henry made immortal by his grand and patriotic speeches in behalf of the oppressed Colonies, stands foremost in the annals of that triumphant struggle. Fired by his eloquence the Colonists threw off the yoke of British tyranny and established these United States of America.

Thus to Patrick Henry, America owes much. To that hero of the early days of our country, many monuments have been raised. Towns and counties have been named after him, but his best epitaph is written in the hearts of his countrymen who are ever mindful of the debt they owe to his patriotic oratory in rescuing his country from the clutches of tyranny, and in securing to all Americans the blessings of Liberty.

THE FATAL CHICAGO FIRE.

A terrible holocaust occurred in the seven-story building at the corner of Wabash avenue and Jackson boulevard on March 16. Fully fifteen lives were lost, and more than thirty people seriously injured.

The building was occupied by the Emerson, Conover, and Chicago piano and organ companies; the Decorators' Wall Paper Company; National Music Company; Holtzman & Company (piano stools); Presbyterian Board of Publication; Alfred, Eirly, sheet music publisher; Sweet, Wallach, & Company, photographic supplies; and W. A. Olmsted, school supplies. The adjoining building was badly damaged, and losses sustained by the Education Publishing Company; Thomas Charles & Company, kindergarten supplies; Ideal Music Company; New Haven Clock Company; Waterbury Watch Company; E. H. Butler & Company, publishers; R. C. Weichbredt, Turkish rugs; George B. Ward & Company, photographers; and N. G. Uhlein, musical instrument repairer.

The fire took but half an hour to totally demolish the building. There was but one elevator, and one narrow, winding stairway. Miss Carney, forewoman of the National Music Company, sent forty girls under her charge down in the elevator and remained to face death alone.

The W. A. Olmsted Scientific Company sustained a terrible loss, nearly all of the firm and employees being lost. Besides the death of the head of the firm, Samuel A. Clark, a book-keeper, Charles A. Price, cashier, Miles A. Smith, a correspondent, H. R. Nelson, head of the chemical department, Mrs. M. E. Harris, chief book-keeper, and C. H. Arms, general manager of the firm, all perished in the flames.

Editorial Notes and Current Events.

BY D. M. HARRIS, PH. D.

Machine Guns. Improvements in naval warfare have been even surpassed by the improvements in the art of war on land. The new steel bullet, very long and with a diameter about the same as that of a lead pencil, is said to leave the gun with a velocity of half a mile a second, with a pressure behind it of 40,000 pounds to the square inch. This little death missile has a rotary motion of 2,400 revolutions per second and has an explosive energy when it strikes anything at a moderate range, which splinters bones into pieces and tears vital organs into bits. A Gatling gun delivers 1,000 shots every minute. It has been calculated that a couple of Gatlings and a regiment of 700 infantry armed with Krags-Jorgensen rifles, could hurl a storm of 26,800 missiles, which would sweep a regiment of 1,500 men out of existence in two minutes. A regiment under such a murderous fire would be unable to use their own weapons. A writer in the Boston Evening Transcript describes the Colt gun as the most destructive of all modern weapons. "The gun," he says, "is literally a buzz saw when swept slowly from right to left and left to right. If held stationary a moment, the discharge assumes the force of a shrapnel shell that never stops, and ordinary torpedo boats can be sunk by its force. By the side of the barrel is a wooden box. In this 1,000 Lee rifle cartridges with a small caliber, steel bullets charged with smokeless powder, are coiled on a tape like an endless cartridge band. The end of the tape is pulled sideways through the gun, the trigger is pulled and then the gun shoots, ejects and loads without further human agency. After that the gunner simply directs the sweep of fire. Directed at a file of men up to 700 yards, the effect is terrific. For the bullets of steel that look like tiny pencils will go through six men. Sometime ago Lieut. Pond tried the gun at the New York navy yard. He had twenty inches of oak and three-eights of an inch of steel plate. To make sure he added another one-eight-inch steel plate. Then he couldn't find the bullets. Upon search he found that they had gone through the twenty inches of oak, the three-eights-inch steel plate and the one-eight-inch steel plate, two sides of an old iron boiler and the brick wall of a building. Imagine a regiment of soldiers subjected to a storm of projectiles from such a murderous instrument as this. It would not be a proof of courage to face such an engine of death. War carried on with such engines of destruction would be worse than butchery. The very thought of war under such conditions makes one shudder. Every regiment in battle would be exposed to as deadly a fire as the Light Brigade at Balaclava.

Political Campaign On Sunday, May 8, (the French always vote on Sunday) a general election will be held in France. The government desired an earlier date, but the law requires twenty full days between the adjournment of the Chamber of Deputies and the election. As the present Chamber is still in session and may not complete its work before the last of the present week, an earlier date was not practicable. A large number of the members of the present Chamber have announced their determination not to be candidates at the coming election. Several well-known politicians will retire to private life. It is said that as many as eighty members of the Chamber of Deputies will not stand for re-election. French parties are not easily understood by Americans. The British party system is much simpler than that of France. There are but two great parties in England, except on the Irish question. But in France divisions and sub-divisions are so numerous as almost to bewilder the student. It is not easy to define the different parties and the principles which they represent. New coalitions and combinations are constantly forming and it is hard to keep track of party organizations. Parties are generally named from the positions which their representatives occupy in the legislative chamber. Thus, there is a Right, a Center, a Left, a Left Center, and Extreme Left. The Monarchists of various kinds sit on the right of the Speaker and the Liberals of all kinds on the left. Those who occupy the most radical grounds are called the Extreme Left. The Monarchists of the present Chamber are divided into Bourbons, Orleanists and Bonapartists, but they do not number more than twenty or thirty at the outside. The Roman Catholics who have recently been converted to Republicanism are called Rallies. They are generally grouped with the Right. The Moderate Republicans or Opportunists number about 250 members and are the largest single political faction in the Chamber. They are generally known as the Center. The Moderate Radicals, numbering about 110 members, constitute the Left Center. The Radicals, with about 55 members, form the Left and the 60 or 70 Socialists the Extreme Left. The Moderate Republicans have for a number of years conducted the government, and the prospect is that they will be returned to power by a heavy majority. The Radicals and Socialists affiliate generally against the government and against the existing order of things. The Radicals of all kinds advocate the abolition of the Presidency and of the Senate. They wish to remove all checks upon the will of the people. The Senate is regarded as an aristocratic body, whose conservative opinions are a hindrance to the triumph of pure democracy. The President of the Republic is considered as a useless appendix to be gotten rid of as soon as possible. The Radicals also

favor decentralization of political power. They would grant larger local powers to the various departments in the Republic. The contest now waging is a hot one, but the probability is that the Moderate Republicans will win a great victory and that the enemies of Republicanism will be almost entirely wiped out of existence. The Socialists will no doubt make large gains, but the French people are too conservative to follow the leadership of doctrinaires.

Spain's Liability. The report of the Court of Inquiry has decided that the battleship Maine was destroyed by an external explosion. The Spanish court takes diametrically the opposite view. Under the circumstances it is difficult to see how we can escape submitting the question to arbitration. If the fact is established that the vessel was destroyed by some treacherous fiend, then doubtless Spain will be responsible to the United States for damages. Mr. Frederic Coudert, one of our greatest international lawyers, gives the following opinion of the case:

The question whether Spain may be held liable for the loss of the Maine and its unfortunate men is a question of fact. There can be no doubt, there is none in my mind, that Spain is liable to the United States in damages, even if she were innocent of any actual wrongdoing, provided she did not exercise that degree of diligence which she owed the United States under all the circumstances of the case.

The first question, and the greatest difficulty, would probably lie in determining upon whom rests the burden of proof. The United States may claim, and with a great deal of plausibility, that it was enough for them to show that their ship was invited into the port of Havana, and there, without any fault of her own, blown up by outside agencies.

They might argue from the fact, and that only, that the burden of proof was upon Spain to show that she used due diligence, and that notwithstanding all proper care on her part the catastrophe occurred. What is "due diligence" depends upon all the facts in the case. Great Britain might not be liable for the result of such an occurrence, because there is no friction between the United States and that country, and there is no special reason why Great Britain should anticipate or guard against so foul an act as treason or so great a crime.

Such a crime might, perhaps, have been anticipated in the port of Havana. Spain knew there was a very hostile feeling against the Americans in Cuba. She was bound to take every necessary precaution to protect our ships, and the mere fact that the Maine was blown up without any fault of her own might create the impression that she did not do her full duty.

If the Maine was placed immediately over a mine, and that mine was exploded by the act of

any person whatever, the case is much stronger, and it would be difficult for Spain to avoid responsibility for the disaster. If, on the other hand, the court of arbitration, supposing one to be opened, should hold that the burden of proof is on the United States, to go behind the admitted fact and to show actual negligence, this would probably be impossible.

At all events, there can be no question that Spain is liable if she has not used due diligence to protect a ship that entered her harbor in time of peace, with a friendly purpose, and in reliance upon the diligence and integrity of Spanish officials.

Disabled Statesmen. Mr. Gladstone and Lord Salisbury, England's two foremost statesmen, are both said to be critically ill. Owing to Mr. Gladstone's extreme old age, reports of illness excite great uneasiness. He is now eighty-eight years old and is no longer engaged in active politics. It is said that he has even ceased to study and read. He is the most remarkable man of the century and although many of his political schemes have miscarried, yet he is the most loved and the most honored Englishman living. His death may occur at any time and yet he may linger for many months. Lord Salisbury is twenty years younger than Mr. Gladstone and is still in political office. It is now rumored that he is to retire from public life owing to serious illness. He lives much of his time on one of his estates in France and his contemplated visit to his French home may be the cause of the report that he is to retire, not temporarily, but permanently, from official life. His illustrious nephew, Mr. Arthur J. Balfour, the leader in the House of Commons, has entered the foreign office and will conduct its affairs during his uncle's absence. Lord Salisbury is a statesman of the old school, and yet he has shown himself capable of adopting new ideas and new measures. Under his leadership, the Conservative party has made many concessions which have worsted the prospects of the Liberals very decidedly. Although only sixty-eight years of age, he has been in political life nearly forty-five years. Immediately upon his graduation from Oxford, he was elected to Parliament from Stamford and represented that borough many years. Like many other British statesmen he is a man of letters and a man of large scientific learning. He is devoted to the science of chemistry and passes much of his time in his laboratory, and is said to be very fond of scientific men. He is the most pronounced aristocrat in Great Britain and is almost unapproachable. He stands for the British classes against the masses, while Mr. Gladstone represents the masses against the classes. While Lord Salisbury is not loved, he is generally admired for his eminent talents and commanding ability. The persistent rumors that he is about to retire from private life may be incorrect. He has, in spite

of adverse criticism, ably conducted the British foreign office, and when he falls, Britian will lose a great statesman.

Germany and America. In 1848, just fifty years ago this month, the kingdom of Prussia was in the throes of a great revolution. The German people had risen almost en masse demanding a constitution. At that time, Frederick William IV., brother of the great Emperor William I., of the German Empire, was on the throne of Prussia. He was an eccentric, vacillating and impulsive ruler. He lived nearly all of his life on the verge of insanity and finally died of congestion of the brain. He loved art and literature and hated politics. He granted his people a constitution, but soon recalled it. King William was too delicately constituted to maintain his poise. He vacillated between revolution and absolutism. After the Berlin massacre in March, 1848, the King, from the balcony of his palace, witnessed the funeral procession, 20,000 strong, as it marched through the streets, and wept like a child over the fate of his subjects. His own brother, William, was compelled to flee to England to escape the wrath of the people, who believed that he was responsible for giving the order to fire upon the rioters. The unhappy revolution failed to accomplish what the German people demanded. Many of the participants in the revolution, disappointed and discouraged, fled to the United States. Hundreds upon hundreds of the best German families abandoned their native land for homes in America. Many of these people are still living and they and their descendants are now celebrating the fiftieth anniversary of their unsuccessful revolution. The failure of the German uprising contributed very largely to the prosperity of the United States. The tide of immigration from the fatherland continued to rise higher and higher until long after the close of our great civil war. Although the revolution failed in Germany, yet its results were not lost. Those Germans who came to America sent back glowing accounts of our free institutions and fed the flame of patriotism in the homeland. Germany has long since granted a constitution to its people and freedom has made great progress in spite of the reactionary tendencies of the German aristocracy.

The President's Policy. President McKinley is trying to prevent war with Spain. He is reluctant to plunge the nation into a bloody war until all the means of diplomacy have been exhausted. He has notified Spain of the intentions of the United States to intervene to put an end to the suffering among the reconcentrados, and has asked the Spanish government to negotiate terms of peace with the Cuban insurgents. Spain has replied declining to consider the terms offered by the President. It

now seems that diplomacy's work on the Cuban question is about over. The United States will make no more representations to Spain on the subject of ending the war in Cuba. Any further negotiations must be proposed by Spain. President McKinley will lay the whole matter before Congress this week in a special message, in which he will give a history of the Cuban affair from the beginning. What will be the nature of the message is a matter of conjecture and speculation. It is believed by some that the President will, after stating the facts, throw the matter entirely into the hands of Congress. The Hot-spurs in the Senate and the House of Representatives have grown impatient of delay, and will not tolerate further negotiations with the Spanish. The Foreign Relations Committee of the Senate has adopted resolutions recognizing the independence of Cuba, declaring the war Spain has been waging against the island to be destructive of commercial and property interests of the United States, and so cruelly barbarous and inhuman in its character as to make it the duty of the United States to demand that Spain at once withdraw her naval and land forces from Cuba and Cuban waters. The President is also authorized and directed to use, if necessary, the entire land and naval forces of the United States to carry these resolutions into effect. After the President's message is laid before both Houses of Congress, it is possible that there may be a change. The message, it is believed, will show that the Cubans themselves do not desire the United States to intervene by force. A letter signed by Gen. Gomez, the Commander-in-Chief of the Cuban armies, has been published in which it is requested that the United States should use its good offices with Spain to grant independence to the Cubans for a money consideration. The Spanish autonomists in the island have petitioned that the United States should not interfere with force. The President believes that intervention with force would destroy 200,000 lives which are now about to be saved by the administration of American relief. The President is not likely to recommend armed intervention under these circumstances. What Congress will do when he shall have placed all the facts before it is impossible to predict. The latest reports indicate that the war fever has cooled perceptibly since the middle of last week. Still, the situation is alarmingly critical. If Congress takes the reins of government into its own hands we may expect blunders right and left.

"The world is full of beauty,
Like to the world above;
And if we did our duty
It might be full of love."



ORTHOGRAPHY.

1. For what purpose are diacritical marks used? Illustrate.
2. What are derivative and compound words? Illustrate. State three uses of the dictionary.
3. Distinguish between excuse and pardon; truth; veracity; genuine and authentic.
4. Define "intuitive." Write a word with a prefix; one with a suffix; give the meaning of each.
5. Write five abbreviations; give one rule for spelling.
6. 7. 8. 9. and 10. Spelling.

GEOGRAPHY.

1. Classify the following plants by zones: Coffee, mahogany, corn, tea, rice.
2. Mention five principal exports of the Pacific coast of the United States.
3. Name three places having the same latitude, and give three causes which produce a marked difference in the climate of these places.
4. Name the greatest sugar producing State of the Union; the greatest cotton, wheat, wool.
5. Where is Cuba? What people live there? What is their religion and government?
6. Name and locate the most important seaport in England, France and Germany.
7. Name the territories of the United States, and capital of each.
8. Name and locate five great river basins of North America.
9. Locate and tell something of interest in regard to Crimea, Elbe, Liberia, Hawaii, Nipigon.
10. Through what States and in what direction must one travel in going from Oregon to Washington, D. C.?

THEORY AND PRACTICE.

1. What are some of the principal ends which a teacher should strive to attain in the school room?
2. In addition of fractions, if asked why denominators are not added as well as numerators, how would you explain?
3. To what extent would you teach map drawing? How?
4. Why, when and how would you have rhetoricals in your school?
5. State methods of securing prompt and regular attendance.
6. What are a teacher's duties at noons and recesses?
7. What is the aim of true education?

8. Give the qualifications of the ideal teacher. What is meant by tact?
9. What is a good question? Show how attention and memory are related.
10. Name a subject that develops will, reason, memory, imagination.

GRAMMAR.

1. How does the sentence differ from the clause? Illustrate.
2. State how each word is used in the following: "Bring forth another horse," he cried aloud. "Another horse!"
3. Illustrate in sentences four uses of a phrase.
4. Illustrate the difference between the use of the adjective and the adverb. Explain.
5. Use the word "as" as an adverb and as a conjunction.
6. How would you present the subject of case to a class? What material would you use? (Any five.)

Arithmetic.—1. What is a unit? When do several things constitute a unit? Name a unit which may include several things.

2. From 9,000 take 7,685. Write complete explanation as though given to a pupil taking the work for the first time.

3. Upon what does the value of a fraction depend? Wherein does $\frac{1}{4}$ of a dollar differ from 3-5 of a dime.

4. Explain the process of finding the prime factors of 84.

5. Of a certain kind of cloth, 29 in. wide, 12 yds. are required for a dress. How many yds. would be required if the cloth were 35 inches wide, provided the two kinds cut to equal advantage?

6. Find the area of a circle in sq. yds., if its diameter is 4.05 yards.

7. A man sold a horse for \$150, 30% of which was gain. What was the cost and what was his gain per cent?

8. I bought a bill of goods for \$864 on 4 months' credit, but being offered 5% off for cash, I borrowed the money at a bank by having my note payable in 117 days, discounted at 6%, and paid the bill. What was the face of the note, and how much did I gain?

9. Discuss the first year's work in arithmetic as outlined in the State Manual.

10. "Teach the form and name of sphere and hemisphere, cylinder, cone, cube, prism, square, triangle, lines, points and so on."—State Manual. Show how number work may be introduced by doing the above work.

PHYSIOLOGY AND HYGIENE.

1. (a) Describe the greater circulation. (b) Describe the lesser circulation.
2. (a) Explain the structure of the heart. (b) What are the functions of the skin?

3. (a) Of what are the bones composed? (b) What envelops them? (c) What holds them together? (d) How many bones in the spine? (e) How many ribs in the human body?

4. (a) Of what are the muscles composed? (b) By what attached? (c) To what attached? (d) By what inclosed? (e) Uses.

5. (a) Name the parts of the eye. (b) What is the office of the iris? (c) Of what three parts is the ear composed? (d) Describe the auditory nerve.

6. (a) State the locality in the body of the patella, hyoid bone, ulna, scapula and tibia. (b) Where is a liver and what are its functions?

7. (a) How is alcohol produced? (b) Is alcohol present in domestic wines and home-brewed ales? (c) Are they, then, harmless drinks? (d) What is a ferment? (e) What is the difference between ferments, bacteria, microbes and fungi? (f) Explain what is meant by vascular "enlargement." (g) Describe the effect of alcohol upon the lungs. (h) What is the effect of alcohol upon plant and animal life?

8. (a) What three kinds of food do we need? (b) From what kind of food does the body derive the greatest strength? (c) What are the uses of the different minerals contained in food? (d) What is the need of digestion?

9. (a) What are the organs of the nervous system? (b) Describe the brain. (c) What are the spinal nerves? (d) Describe the sympathetic system.

10. (a) What is cocaine? (b) What is its physiological effect and what are its dangers? (c) What is the effect of extreme anger? (d) What is the effect of forcing the brain in childhood, and how should a child be taught?

ANSWERS.

GEOGRAPHY.

1. Torrid zone, coffee and mahogany. Temperate, corn, tea and rice.

2. Lumber, wheat, fruit, coal, fish.

3. Astoria, Portland, Pendleton. Proximity to ocean, altitude, relation range of mountains and prevailing winds.

4. Sugar, Louisiana; cotton, Mississippi; wheat, North Dakota; wool, Ohio.

5. Cuba is about 200 miles south of Florida. Spaniards and their descendants, creoles and negroes, Roman Catholic religion. The condition of the government is badly mixed at present. Spain is attempting to govern the island.

6. England, Liverpool; France, Marseilles; Germany, Hamburg.

7. Arizona, Phoenix; New Mexico, Santa Fe; Oklahoma, Guthrie; Alaska, Sitka.

8. Columbia, Mississippi, Yukon, Colorado, Rio Grande.

9. Crimea, peninsula in southern part of Russia, site of Crimean war. Elbe, a river flowing through Germany and emptying into the North Sea, and having Hamburg on it. Liberia, on the line of 580 miles.

10. Oregon, Idaho, Utah, Colorado, Kansas, Missouri, Illinois, Indiana, Ohio, West Virginia, Maryland.

THEORY AND PRACTICE.

1. The acquirement by the pupils of right habits as application, orderliness of doing and of thought, observation, reflection.

2. The denominators are merely the names of the things or numbers to be added.

3. Teach map drawing in connection with the study of any region. Teach by beginning with map representations of the pupils' immediate surroundings.

4. Answers vary.

5. Interesting opening exercises aid to promptness of attendance. Interest in the school work aids to regular attendance.

6. Oversight of pupils and tactful direction, where deemed advisable, of their sports.

7. In the use of the mental faculties, the acquirement of power and skill; as a whole, character building.

8. Knowledge of subject matter, knowledge of being to be taught, skill in adapting instruction. Tact is the power of skillful adaptation to the best means to immediate conditions.

9. A good question stimulates thought. Memory depends largely on the intensity of the attention.

10. The study of any subject, by virtue of the enforced application, develops will. Arithmetic and history develop reason. History develops memory. Geography develops imagination.

ARITHMETIC.

1. A unit is one, a single thing, or a definite quantity. Several things or parts constitute a unit when they together equal a unit, or form an idea that may be taken as a unit in the measurement of something else.

The square foot, as a unit, includes 144 square inches. A set of dishes as a unit, is made up of several individual dishes.

2. See any good text-book on arithmetic. There are two methods the "carrying method" and the non-carrying method. Each of them admits of a clear explanation, but the "carrying" method is preferable.

3. The value of a fraction depends upon the relation between the numerator and the denominator, for the value equals the quotient of the numerator divided by the denominator.

4. See text-books.

5. 9 33/35 yds. Ans.

6. (4.05) x 5.7854 = 12.88 plus sq. yds. Ans.

7. 30% of \$150 = \$45, the gain. \$150 - \$45 = \$105, the cost. \$45 is 42 6 2/3% of \$105.

8. $\$864 - 5\% \text{ of } \$864 = \$820.80$, cash for goods. $\$1 - \$0.02 = \$0.98$, proceeds of one dollar. $\$820.80$ contains $\$0.98, 837.55$ times; hence, the face of the note is $\$837.55$ plus. $\$864 - \$837.55 = \$26.45$ plus gain.

PHYSIOLOGY AND HYGIENE.

1. In the greater circulation the blood passes from the left auricle to the left ventricle, then through the aorta into the arteries, through capillaries all over the body and then through the veins to the right auricle. The lesser circulation collects the dark blood from the veins in the right auricle, thence it is carried through the right ventricle into the pulmonary arteries to the lungs, where it is aerified in the fine capillaries and returns through the pulmonary veins to the left auricle.

2. The heart is a pear-shaped muscular organ situated just to the left of the center of the chest. It is divided into four chambers; the two upper called auricles and the two lower ventricles. The auricle and ventricle on each side communicate by valves. The right ventricle propels the blood to the lungs; the left ventricle forces the blood to all parts of the body.

3. The bones are composed of animal and mineral matter, the proportions varying with age. A tough membrane called periosteum envelopes them. Stout ligaments or bands of inelastic tissue bind them together. Twenty-four. Twenty-four.

4. Muscles are composed of layers and bundles of fine fibers. By tendons or sinews. To the bones. In a sheath of connective tissue. To cover the framework of the body, to give form and symmetry to the body and to produce its varied movements.

5. (a) Coats—sclerotic, choroid, retina. Iris, crystalline lens, aqueous humor, vitreous humor. (b) The iris is a muscular curtain which by contracting or expanding changes the size of the pupil. (c) External, middle and internal ear. The auditory nerve is a cranial nerve. Its fibers expand in the semicircular canals and cochlea.

6. A chestnut shaped bone over the knee joint. A small U-shaped bone that supports the base of the tongue. The ulna is the inner bone of the forearm. The scapula is at the top and back of the chest and gives support to the muscles of the shoulder. The tibia is the large triangular bone on the inner side of the leg. The liver, the largest and heaviest organ in the body, is situated on the right side, protected by the lower four or five ribs. It manufactures liver sugar and secretes bile.

7. By fermentation. Yes. No. A ferment is a vegetable organism. They are all minute vegetable organisms, the two former producing fermentation. Vascular enlargement is the enlargement of the blood vessels caused by alcohol. Alcohol checks the absorption of oxygen in the lungs. Injurious to all life.

8. Nitrogenous. Carbonaceous and mineral. Nitrogenous, as lean meat, cheese, eggs, etc. Water, to dissolve food and carry through the circulation, to lubricate the tissues, and by evaporation to cool the system. Iron goes to the blood discs. Lime to bones and teeth. Salt aids secretion. To nourish the body and replace waste tissues.

9. Brain, spinal cord and nerves. The brain is an egg-shaped volume of nervous tissues lodged within the skull, separated into cerebrum, cerebellum and medulla oblongata. The spinal nerves, 31 pairs in number, spring from each side of the spinal cord by two roots, and are distributed over the whole body by means of branches. The sympathetic system consists of a double chain of ganglia situated on each side of the spinal column.

10. Cocaine is a powerful alkaloid obtained from the leaves of the cocoa. It produces local insensibility. The cocaine habit is a dangerous one. Anger impedes circulation and digestion. It is liable to produce mediocrity. He should be taught according to his strength and development.

RESPECT FOR THE FLAG.

One of the First Lessons That Is Taught at West Point.

The new cadet at the National Military Academy, whether he has come from the little country school with its home-made flag and staff, or from the city school where floats sometimes a flag big enough to cover half the roof of the other school, has been taught to respect the beautiful emblem of his country; but he will learn at West Point, as soon as he begins his career as a future officer of the army, how thoroughly he is to be trained to honor it in his daily life. The laughing school-boy salute he has perhaps given the flag from time to time now becomes a matter of sober ceremony, so rigidly required and handsomely ordered that it at once sets him to thinking; and the good, sound patriotism that was in him all along soon envelopes every glimpse and ceremony of the colors with a sacredness that will deepen day by day.

One of his first lessons is to doff his cap each time he passes the "color-line" where the color is guarded by a sentinel. Every summer the cadets pass several months in camp on the lovely banks of the Hudson, and beneath the grand old trees of the academy grounds.

During certain hours of the day a long line of stacked rifles extends along the front of the camp. Across the two stacks in the centre of the line is laid the color, rolled about its staff. Up and down by this flag marches a natty cadet sentinel, and woe be unto the unlucky cadet who tries to pass this sacred trust without raising his cap.

So during his life at the academy this lesson of respect is continued, and when he has "doffed the cadet and donned the brevet, and changed the gray for the blue," and reported for duty with his regiment, he finds the same lessons being taught the enlisted men, and then probably for the first time does he realize the full importance of those early lessons taught in that far-away school-house—St. Nicholas.



RAPID RECKONING.

BY MISS E. L. PUTNAM.

A reference made in a recent issue of the American Journal of Education to the importance of exercises in rapid addition leads me to mention one form which has proved very helpful to me.

The teacher places the sum upon the black board, naming each figure as she commences to make it, and the pupils at the same time take it down in their note books. If one gets behind or fails to catch a certain figure, he at once announces the fact and there is a halt of the rest until all are again together. When a sufficient number of figures have been placed upon the board the teacher gives the signal to "add." As soon as any one has completed the addition he reports by number (each pupil should for convenience retain the same number during the entire year), at the same instant closing his note book. The teacher, watch in hand, at once places upon the blackboard opposite his number the number of seconds or minutes occupied in his computation. When all have reported, each is called upon in turn to give his result, the teacher placing it upon the board opposite his number. The problem is then added by the school in concert, and the one who obtained the first correct answer regarded as victor. Insist upon each pupil reversing his paper as soon as he has finished. Of course you have no dishonest pupils, nor do you want to manufacture any; and if opportunity is given, there is a strong temptation offered to the quicker pupils to verify their work while waiting for the last ones to finish.

It is quite surprising how much speed will be gained in a month or two by daily practice. Pupils learn to combine the figures almost without voluntary effort; at least they are enabled to cast a glance up a column and give the result almost instantly. Each discovers for himself some "short cuts." Thus he may see at a glance that the two or three figures in advance add up to ten. It is very easy to combine this with number already obtained; or if they only make nine, to think another ten and take one from it is almost instantaneous.

It is surprising, too, how largely addition enters into the practical work of school and business computation; and the speed gained will prove ample compensation for the time spent. Besides, I know of no other general exercise so thoroughly enjoyed; and it is adapted to all grades that have learned to add.

LANGUAGE AND GRAMMAR.

Write the correct abbreviation of each of the following words: Sunday, Wednesday, September, Mister, postmaster, principal, superintendent, barrels, dozen, interest, month, number, postoffice, first, second, fourth.

Write the plurals of the following names: Tree, bird, wing, grasshopper, cricket, stick, stone, flower, meadow, potato, cargo, turkey, hawk, woman, gas, bench, tooth, knife, wolf, thief, plow, monkey, handkerchief, country, cherry, buoy.

Write the feminine forms of the following names: Lion, poet, prince, adventurer, actor, executor, testator, king, father, negro, emperor, duke, hero, widow, tiger.

Write sentences containing the following words used (1) as nouns, and (2) as verbs: Man, load, pass, work, play, hand, whip, heat, chain, stand, fly, rock, strap, point, milk, fan, iron, water, fire, sale.

Substitute a single word for each of the following metaphors: Earth's white mantle; the land of nod; the vale of tears; the staff of life; the king of the forest; the ship of the desert.

Which of the bracketed words is preferable? It tastes quite [strong, strongly] of cloves. He told them to sit [quiet, quietly] in their seats. They live just as [happy, happily] as before. The carriage rides [easy, easily]. Your piano sounds [different, differently] from ours. Doesn't that field of wheat look [beautifully, beautiful]?

Copy the following words, correcting errors in spelling: Sacramento, kernal, symbol, manouver, bachelet, asylum, gipsy, pardy, pulleys, forfeit, Margeret, counterfet, seperate, associate, exagerate, adverteize, insolvency.

The plurals of some nouns differ in meaning from the singulars; as, salt, salts. Give other illustrations.

You are secretary of the Young People's Association of your town: Write a newspaper local calling the members together for a special meeting.

Change the following compounds into equivalent phrases: Moonlight, bull-baiting, carving-knife, freeman, scarecrow, garden-fruit, hotel-waiters, grave-yard, School Record.

COMPOSITION SUBJECTS.

- What I know about Fishing.
- My Favorite Books.
- The Bravest Man I Know.
- What I would like if I could have my Wish.
- The Last Candy Pull I Attended.
- The Best Fellow I Know.
- How I shall spend my Vacation.
- Some Pets of Mine.
- Description of My Room.

The Happiest Day of My Life.
 What I would do with a Hundred Dollars.
 How to Make a Kite.
 My Visit to the City.
 Weeding the Garden.
 How Maple Sugar is Made.
 What we did at our Picnic.
 How I tore my Dress and how I mended it.
 Ten years from now—What I shall be doing?
 Some Wild Flowers.

What I can see from the School room Window.
 What a Dog would say if he could Talk.
 The teachers may also make use of the following exercises, to familiarize the pupils with the everyday occurrences of social and business life. As a drill in language work they will be valuable:

1. Write an informal note to a school mate, inviting her to take tea at your house.
2. Write a formal note of invitation to a party.
3. Write an acceptance of the invitation.
4. Write a note declining the invitation.
5. Write a letter introducing one of your friends to another.
6. Write a recommendation for a friend who is seeking a position.
7. Write a note to accompany a gift.
8. Write a note of condolence.
9. Write a graceful acknowledgment of a gift.
10. Write a bill for services rendered.
11. Write a receipt of a bill.
12. Write a promissory note.
13. Write an application for a position in a business house.
14. Write an advertisement for a position.
15. Write to a publishing house ordering some books.—A. L. R. in School Record.

PLAYING EDITOR.

Reconstruct the following sentences so as to make them express what their authors meant to say:

Store sign: Don't go elsewhere to get robbed—step right in here.

We regret to find that the announcement of the death of Mr. W. was a malicious fabrication.

He could not commit suicide to save his life.

I could see that the floor had been swept with half an eye.

Erected to the memory of John Phillips, accidentally shot as a mark of affection by his brother.

The board of education has resolved to erect a building large enough to accommodate five hundred students three stories high.

We have two schoolrooms sufficiently large to accommodate three hundred pupils one above another.

Mr. —— has removed corns from several of the crowned heads of Europe.

Ireland's cup of misery has been overflowing for ages and is not yet full.

He leaves a brilliant future behind him.

To rent, a house containing ten rooms, located in a pleasant village which has a fine bay window in front.—Teachers' Institute.

SPELLING AND LANGUAGE.

Fill each blank with a single word that means more than one.

- A —— of flies. A —— of people.
- A —— of soldiers. An —— of soldiers.
- A —— of soldiers. A —— of soldiers.
- A —— of daisies. A —— of grapes.
- A —— of books. A —— of wood.
- A —— of stones. A —— of corn.
- A —— of trees. A —— of clouds.
- A —— of musicians. A —— of flowers.
- A —— of wolves. A —— of pigeons.
- A —— of ships. A —— of cattle.
- A —— of locusts. A —— of chickens.
- A —— of roses. A —— of sand.
- A —— of sheep. A —— of pigs.
- A —— of pictures. A —— of sailors.
- A —— of bushes. A —— of flowers.
- A —— of keys. A —— of mackerel.

EXAMINATION IN CANADA.

The following questions were used in a teachers' examination in Canada. They are very practical and the answers will show a knowledge of the one great book and the great teacher. Can you answer them correctly? Try them:

SACRED HISTORY, GRADE I.

1. Write out the verses of the Sermon on the Mount that refer to almsgiving, and treasure-storing.
2. What is the "golden rule?" What was the "new commandment" Christ gave to the world? Is there any corresponding commandment in the decalogue?
3. Repeat the story of the "Prodigal Son."
4. Write out the words of the Fourth Commandment. What does Christ say about the keeping of the Sabbath?

Compose five sentences of twenty words each, narrating separate events in the life of Christ.

6. Name five of Christ's miracles and describe any one of them.

"It is necessary to hope, even though hope should be always deluded; for hope itself is happiness, and its frustrations, however frequent, are yet less dreadful than its extinction."—Johnson.

BOTANY GERMINATION.

With the heart opened and the intelligence quickened the pupils will turn to the study of germination, and find it one of the most pleasureable in the book. With their previous knowledge they may quickly go on to appreciate the details of a deeper study. In no way can the life of all growth be as well understood as to watch it. A box of seedlings with their slow, yet apparent growth, may become a daily marvel. The common bean reveals such clever contrivances that it can be used again for study. A glass can show each seed in plain sight, and the process of swelling, sprouting and embryo developing gives a better idea of the growth of seedlings than pages of book description. I used in germination work a tabulated black-board outline like the following. These outlines hold the attention of the class, and classify to them what oftentimes seems vague and separated. Have ready for study bean pods, dry and soaked beans and seedlings, both for study and sketching:

- I. Bean Pod (the natural cradle)—
 1. Hilum or scar.
- II. Dry Bean—
 1. Color, shape, size, structure.
 2. Micropyle.
 3. Comparison with other seeds.
- III. Soaked Bean—
 1. Condition of skin (ruffled, increases in size before body does).
 - a. Translucent.
 - b. Venation (veins run to scar, channel by which mother plant sent food to seed.)
 - c. Two coats (or one shows toughness, to hold together the parts to protect embryo).
 2. Micropyle (passage of pollen tube through skin to bring life to seed).
 3. Cotyledons.
 - a. Size, purpose.
 4. Embryo.
 1. Parts radicle, plumule consisting of two leaves with veining, outer wrapped around smaller.
- IV. Seedling—
 1. First appearance. a. Radicle; b. Cotyledons. Change of color (from white to green). Position (hold themselves over embryo till it is out of ground, then slowly separate so sun can reach plumule).

Then try original work, anything outside the book interests and attracts.

V. Experiments with Seedlings—

1. In sawdust (flourishes till food of cotyledons is exhausted then "shrink").
2. In sand-siftings mixed with gravel (same).
3. Rich earth (flourishes with roots).

4. Cut off cotyledons, die.

5. Lessons learned.

1. Cotyledons—warm house for embryo, store house of food.
2. Soil provides food.

—Abridged from Educational Review.

GEOGRAPHICAL NAMES.

BY FRANKLIN PERKINS.

The Americans had a rare opportunity to give appropriate names to all geographical localities and physical features of their land. So far as Indian names have been utilized, it is well, often very well, but what shall we say of a people who could coin "Indianapolis." Here is the red man uniting himself to the classic with the heroism of "Buffalo Bill" at Windsor Castle.

The trial of the Indian is in many of the names of all sections. Their mountains, or tribes dwelling about the mountains, have named Massachusetts, "Blue Hills," Allegheny, Monadnock, Kearsarge, Adirondack, Chocorua, Wachusett, Hoosac, Wasatch, Uinta.

Their rivers, or tribes named from rivers, have left their traditions in Ohio, Kentucky, Tennessee, Mississippi ("great river"), Missouri ("muddy river"), Arkansas, Iowa, Illinois, Kansas, Detroit, Ottawa, Monongahela, Rappahannock, Susquehanna, Niagara, Chesapeake, Potomac, the Sioux, Schuylkill, Juniata, Lehigh, Mohawk, Wabash, Penobscot, Androscoggin, Kennebec, Merrimac, Housatonic, Narragansett.

Their lake names are found in Wisconsin, Minnesota ("sky colored waters"), Michigan, Huron, Erie, Ontario, Canandaigua, Winipiseogee, Memphremagog, Tahoe.

These also are Indian names: Nebraska, Dakota, Arizona, Mexico, Aztec for "war god," Utah, Nevada, Montana, Wyoming, Indiana, Texas, Oregon, Idaho, Hoboken ("smoke pipe"), Oswego, Chicago ("skunks"), Minneapolis, Duluth, Omaha, Seattle, Tacoma, Connecticut (Quanekticut, "long river"), Saratoga, Schenectady, Norridgewock, Sandusky, Tallahassee, Atchison, Pueblo, Cheyenne, Chattanooga, Natchez, Topeka, Dubuque, Des Moines, Sioux City, Sioux Falls, Yankton, Fargo, Chicopee, Nantucket.

English names have a certain appropriateness in New England, but when Norfolk County is south of Suffolk, the ludicrousness begins to appear. Boston was named out of respect for the place from which many of the early settlers came and especially emphasized the fact they were not of the Dorchester class of English. Plymouth was named for the last place they saw as they left their native land. England was remembered in New Hampshire, New

Jersey, Portsmouth, Dover, Manchester, Bath, New Bedford, Chester, Berkshire.

British rulers have no cause to complain when we have two Carolinas, a Georgia, a Maryland, a Virginia, the Charles and the James, Lake George, Charleston and Charlestown, several Jamestowns and Johnstowns, Elizabeths, Brunswicks and Hanovers, Annapolis, Cape Ann.

British lords and statesmen certainly cannot complain, for we have Baltimore, Delaware, Richmond, Raleigh, Pittsburg and Pittsfield, New York, Albany, Randolph, Worcester, Pennsylvania, Lake Champlain, Marlborough, Dukes County (for the Duke of York), Hampden, Chatham, Chesterfield.

The church has been presumably honored in Providence, Bethlehem, Bethel, St. Louis, St. Paul, St. John, St. Joseph, Lake St. Clair, St. Augustine, Santa Barbara, Sacramento, San Bernadino, San Diego, Sault Ste. Marie, Shiloh, Berkeley and Goschen.

Sentiment was not lacking when among Philadelphia, Concord, Los Angeles, the Columbia, Lake Superior, Council Bluffs, Hallowell, Emporia.

Nature was duly respected in Florida, Vermont, Pennsylvania, Colorado, California, Oakland, Rock Island, Grand Rapids, La Crosse, South Bend, the Yellowstone, Salt Lake, the Red River, the Green Mountains, the White Mountains, the Blue Ridge, Buzzard's Bay, Cape Cod, Graylock.

Location was evidently in mind in naming the Portlands, Portsmouth, New Haven, the Springfields, Newport, Bridgeport, Fall River, Fair Haven, Brookline, Brooklyn, Westfield, Northfield, Westport, the Deerfield.

There was more ambition than good taste displayed in naming Cairo, Memphis, Rome, Athens, Troy, Utica, Corinth, Thebes and Alexandria.

American patriotism is emphasized in Columbus, Columbia (in Washington as capital, state, counties, and cities), Lincoln, Madison, Jackson, Hamilton, Jacksonville, Houston, Franklin, Webster, Adams, Greeley, Fremont, Dayton, Hancock, Lee.

Local worthies have apparently been in mind in naming Fitchburg, Lowell, Scranton, Lewiston, Millersville, Painesville, Pottstown, Pottsville, Allentown, Norristown, Harrisburg, Bradford, Cleveland, Lenox.

Some places would have been differently named if there had been greater foresight.—Lynchburg, Biddeford.—N. E. Journal of Education.

"Duty is carrying on promptly and faithfully the affairs now before you. It is to fulfill the claims of to-day."—Goethe.

"Accuse not nature, she hath done her part;

Do thus but thine."—Milton.

"Honor and shame from no condition rise;

Act well your part, there all the honor lies."

—Pope.

THE GIRL GRADUATE AND THE BOY.

BY JOHN RANDALL, EDITOR MAIL-TELEGRAM.

This is the time of year when the papers teem with columns of matter about the "sweet girl graduate." That is right, but where is the boy? This year a neighboring city graduates a class of eleven—ten girls and one boy. While this ratio may not hold good in all localities it is plain, if not soon stopped, this sort of thing will reach 16 to 1 without the consent of any other nation on earth.

But where is the boy? Several of him are working to earn a living and they will make a success of life, although handicapped by a lack of educational equipment. But several girls are doing the same thing while men claim to be out of employment. The work theory, then, does not account for the missing boy. But many of him are loitering about the streets and low saloons and therefore have no time to attend school. A few of him get an excellent educational equipment for the battle of life, which equipment, though extremely valuable, cannot be made to take the place of brains in either sex. Then there is quite a number of him (the Boy) who are too utterly useless to go into any of the foregoing classes. They attend school a very, very little and then resolve to be an editor, a teacher, a philosopher or possibly a preacher. By going into these eminently respectable callings they prevent the over crowding of other occupations and thus more or less completely supply a "long-felt want," although in no other sense are they even a moderate success. Then there are many of him in school. Truly their name is legion, but they make little progress in their studies. Thus after much research has the Boy been accounted for, although he rarely graduates.

But the Girl! She is there and in exactly the proper shade of pink, "looking cool" and comfortable, although it is quite possible that her shoes are several sizes too small. Yet with the exception of a few minor defects and deformities required by fashion she is "all right." And we are glad she is there. A few years ago the editors and teachers and philosophers told us that it was the mission of women to get married, presumably leaving the men free to attend to more important matters. We don't remember that anybody has controverted this statement but after much research among ancient as well as modern authorities we have discovered that as many men as women commit matrimony. Queer, isn't it, that an obscure country newspaper should discover such an astounding fact? It is, however, a yard-wide fact and warranted not to shrink while the world exists. And the philosopher who has the hardihood to assign to either sex a greater prevalence of the contagion known as matrimony is certainly off his trolley.

Then there is a certain class of philosophers, generally females, emancipationists, who hold that their sex has been held in bondage so many generations that it is greatly inferior to the race of beings known as men. However, we fail to recall a single instance where a girl belongs to a different race than her brother, or even to a different family. We must therefore conclude that both sexes come into the world with exactly the same natural advantages. And all other limitations and handicaps are self-imposed. But the Girl is getting the best of this business. There is no keeping her back, now that she occasionally gets a tea-cupful of fresh air into her lungs. And you ought to see her eat! She has been known to prefer pork and beans to angel food. Ay, there's the rub." If she would confine her diet to angel food we might smoke cigarettes and still graduate with her. Exercise, and occasionally proper clothing, are working wonders for the Girl, while the Boy gets a coffin nail between his teeth, allows his brains to dry up, and goes to the rear. To be sure, the Girl is required to deform her waist until her figure resembles that of a sawdust doll "made in Germany" expressly for export. This necessary deformity makes her a little weak-minded and hysterical, but it is nothing compared to the sins and shortcomings of the Boy. For he that soweth the wind reapeth a large crop of whirlwind, but utterly faileth in his algebra.

In view of these facts wouldn't it pay us the biggest kind of interest, boys, if we would try to be as decent as our sisters? While we have been learning bad habits they have mastered algebra, and are leaving us far behind. Why should a girl go through life unscathed except for a few trifling marks outlining her dress stays on her liver, while so many of us fall outside the breastworks? Let us brace up, sober up and then climb up to the head of the procession.—Exchange.

RELATION OF PATRON AND TEACHER.

For discussion at the Institute.

1. Mutual confidence between patron and teacher.

The teacher wins this confidence—

a—By good scholarship.

b—By studious habits.

c—By manifesting an interest in the welfare of the district.

d—By being a true man or woman—honest, truthful, courteous, kind.

2. Relation of mutual interest and co-operation

—How to get it.

a—By informal socials in the school house.

b—By exhibit of school work.

c—Get mothers interested by means of mother's meetings.

d—Visit parents in their homes.

3. Relation of mutual respect for, and rights and duties of each.

RIGHTS OF CHILDREN.

a—As to instruction.

b—As to discipline.

c—Regarding conduct of pupil on the school grounds, and on his way home or to school.

d—Insist on excuses for absence or tardiness.

RIGHTS OF PARENTS.

a—Expecting teacher to notify them of pupil's misbehavior.

b—Should be notified of the progress of their children in studies.—School Moderator.

THE COMIC IN EDUCATION.

Ever since we heard Editor Winship of the Journal of Education deliver his notable address at Milwaukee and make that wonderful alliteration on Milwaukee beer, we have expected to find something of the comic and fun-making to catch his eye and move his pen. We are not surprised, therefore, to find the following in his report of the Chattanooga meeting:

"The crowning glory of the Chattanooga meeting was the cake walk, to which the department adjourned on Thursday evening at 10 o'clock. No colored man or woman had been upon the program of President Schaeffer, but here the colored men and women had this doctor of divinity and of philosophy at their feet, applauding as no audience of his had done. On Wednesday evening Dr. Harris analyzed the tragic and the comic in education, and this evening Dr. Scoville made a statement, an hour and twenty minutes long, of the final aim in education, and at its close the coming and the going presidents, Marks and Schaeffer, led the wise men and women to an exhibition of the comic as the final aim of the meeting of 1898. The style, beauty and grace of the colored women, from decolette to short skirts, the etiquestual skill of the ebony youth, and the variety show in the clog dance, two-step, burlesque and waltz are beyond description."

Why is the English pound called a pound sterling? Why is the word "sterling" stamped on silverware? The explanation is as follows: Among the early minters of coin in Northern Europe were the dwellers of Eastern Germany. They were so skillful in their calling that numbers of them were invited to England to manufacture the metal money of the kingdom. The strangers were known as "easterlings." After a time the word became abbreviated to "sterling," and in this form it has come to imply what is genuine in money, plate or character.—Christian Work.

LESSONS IN PENMANSHIP.

BY S. E. GUTTERIDGE, ST. LOUIS, MO.

We will now take up No. 59. No. 59 is quite a little like No. 57, except the finishing strokes are like small u only larger. Strive to inspire the pupils with the idea of acquiring a knowledge of form. After the pupils have practiced on the letter alone, place it in words, as: Union, Universal, Uriah. No. 60 is like No. 59 with the addition of a loop or straight stroke below the line, the loop is the same as the loop in small y. Place No. 60 in words, as: Yours, Young, Year.

No. 61 is made the same as a large figure 2. Place No. 61 in words, as: Quinine, Queer, Quail. No. 62 is made with a compound curve toward the right and crossed in the center with a straight line toward the left. Place No. 62 in words, as: Xerxes, Xenophon, Xenia. No. 63 is made with a horizontal line connected at the left with an oblique line, which is joined to a horizontal compound curve at the base line. Place No. 63 in words, as: Zion, Zaner, Zeal.

U⁵⁹ Union Y⁶⁰ Your 2⁶¹ Quinine
X⁶² Xavier Z⁶³ Zulu 1234567890

When you have introduced No. 63 begin with No. 38 and introduce sentences beginning with letters in the order in which they have been introduced in words. After you have completed the letters in this order, introduce body writing and pay particular attention to spacing and height of letters. If you follow out the course carefully, you will find that your pupils will make very rapid progress.

This lesson will complete my series of lessons in this Journal. I trust they have been received with the same feeling with which they were written. I also trust that each and every reader has gained some idea that will benefit him in his school room work.

"Who can tell me the highest form of animal life?"

A little girl held up her hand.

"Well, Mary?"

"The hy-ena," shouted Mary, seriously, but triumphantly.

Repressing a smile, the teacher said: "Is it, Mary? Think again. Is a hyena the very highest?"

"Oh, now I know," cried Mary; "it's the giraffe." —Harper's Bazar.

The following is a list of poems that are suitable for use in the primary grades: The Baby, by George McDonald; The Children's Hour, by Longfellow; Seven Times One, by Jean Ingelow; Seven Times Two, by Jean Ingelow; The Brown Thrush, by Lucy Larcom; All Things Beautiful, by Mrs. Alexander; The Captain's Daughter, by James T. Fields; Baybreak, by Longfellow; Barbara Freitchie, by Whittier; First Snowfall, by Lowell; Sleep, Baby, Sleep, from the German; Little Birdie, by Alfred Tennyson; The Brook, by Alfred Tennyson; Who Stole the Bird's Nest? by Maria Child; Thanksgiving Day, by Maria Child; The Children in the Moon, Anon; Good-night and Good-morning, by Lord Houghton; In School Days, by John G. Whittier.

OMAHA EXPOSITION NOTES.

The Trans-Mississippi Educational convention, composed of leading and representative educators from all of the Trans-Mississippi States, will be held at Omaha on June 28, 29 and 30.

In the Prize Medal Essay Contest offered by the Missouri Society Sons of the Revolution to the High School scholars and schools of equal grade of the State of Missouri. Subject, "Patrick Henry, the Orator of the Revolution," the three medals were captured by St. Louis schools.

The First Prize, a gold medal, is awarded to Miss Anita Traviss Battle, of St. Louis High School. The Second Prize, a silver medal, is awarded to James Leven Ford, Jr., of Smith Academy. The Third Prize, a bronze medal, is awarded to Thomas McPheeters, Jr., of Smith Academy. The Second Prize Essay appears in this issue and should be given to the history classes.

Dignify your daily labor by putting into it the best thoughts and energies of your life. Whether your work be in the field, forest, shop, counting room, or office, do well the work in hand. The humblest service may be made grand and glorious by working with the right spirit and right aims. With true education the most insignificant drudgery becomes a stepping-stone to nobler and better things. If you are a mechanic, endeavor to turn out the best class of work that it is possible to make from the material at hand. Animated by the highest motives and purposes you will be constantly growing in the work, and you will find every effort made but a new and inspiring source of joy.

HOW TO GET TO WASHINGTON.

All railroads have united in making a rate of one fare plus \$2 (this \$2 goes to the N. E. A.) and the tickets will be good to return, leaving Washington as late as August 31. This will enable you to spend your entire summer in the East.

The Big Four Route and Chesapeake & Ohio Railway is the quickest, most picturesque, historic and comfortable route from either St. Louis, Peoria or Chicago to Washington, D. C.

The regular trains of the Big Four Route leave St. Louis at 12 m., Peoria, 11:40 a. m., and Chicago at 1 o'clock p. m., arriving at Washington next afternoon at 3:45, carrying you through the prettiest portion of the scenery in the Blue Ridge and Alleghany Mountains and over the famous battle-fields of Virginia by daylight. Special trains will be run from the three places named to the N. E. A. meeting and will carry through coaches as well as sleeping cars.

The scenery along the line of Chesapeake & Ohio Railway is universally conceded to be the finest east of the Rocky Mountains, and the whole line is strewn with health and pleasure resorts and world famous battle-fields, making it the most picturesque and interesting route to the East, while the roadbed and train service is as fine as money can procure, both lines are a part of the famous "Vanderbilt System," which is a synonym for excellence in railroad circles.

Ask our ticket agent what the limited rate is from you station to Washington and add \$2 to it (for the N. E. A. fee) and that will be the round trip rate to the N. E. A. meeting.

For those who go to Washington over the Big Four and Chesapeake & Ohio Railway, special round trip rates will be made from Washington down the Potomac River to Old Point Comfort and Fortress Monroe, up over the old battle-fields to Richmond, Va., the capitol of the old Confederacy, and from there to Washington.

For circulars giving further particulars of the trip, war maps of the battle-fields of Virginia and descriptions of the summer resorts along the line of the Chesapeake & Ohio address W. P. Deppe, Assistant General Passenger Agent, Big Four Route, or E. B. Pope, Western Passenger Agent, Chesapeake & Ohio Railway, St. Louis, Mo.

ABOUT OUR OWN AUTHORS.

BY H. B. F. JOHNSON.

In looking over the work of Southern authors during the past three hundred years, there is much to cheer and encourage us. It is a fact worthy of note that nine-tenths of the poetical quotations found on tablets in the national cemeteries are written by a Southern poet of Kentucky, Sidney Lanier, of Georgia, struggled for years in our midst

unappreciated, and now he is ranked by intelligent and discriminating readers at home and abroad the greatest American poet. The world has never produced a greater naturalist than Audobin, of Louisiana.

In the formation and establishment of this great country of ours the master minds sprang from the South. The people of the South are learning year by year to appreciate more and more the splendid work of our own writers. A few years ago I attended the great World's Fair at Chicago and examined with care the paintings, statuary and interesting works of art on exhibition, and the finest piece of statuary in all of the great world's exhibit was by a Southern artist; the greatest feats of engineering and the greatest work in mechanical arts have been accomplished by men born and reared in the South; the largest reaper factory in the world, both the machinery and the factory, was the creation of the brain and energies of a Virginia boy. Mr. Edward W. Bok, the editor of the Ladies' Home Journal, though a foreigner by birth, but thoroughly Americanized in his ideas, recently traveled extensively in the South, and I take pleasure in giving herewith his tribute to the people of the South. He, as well as many other thinking men, realizes that the South is the truest and most Americanized part of America. He says:

"The most wholesale American ideas, those ideas upon which our Government rests, are nowhere so prevalent as they are at present in the South. * * * They do not question Divine laws in the South; they accept and perpetuate them. Intellectual progress there goes hand-in-hand with a strict adherence to the accepted beliefs of religion. The Southern mother does not explain the Bible to her children in the light of so-called "modern teachings;" she places it in their hands as her mother gave it to her. And with the fundamental principles of religion the Southern child is taught patriotism and a love of country; hence, religion and patriotism stand side by side in the education of a Southern child.

"The Southern people believe in progress, but progress along healthy, rational lines. Theories which mentally upset find no sympathy with them. They are content to move slowly, but sanely and surely. And some day when the vast majority of us who live in other portions of this country get through with our camping out civilization, when we drop our boastful manners, when we get old enough to understand that there is a stronghold of conservatism, which stands between tyranny and anarchism, our eyes will turn toward the South. And we will see there a people who are American in ideas and in living; a people worshipful, progressive, earnest, courageous and patriotic—a people who have made their land, against defeat and prejudice, 'the heart of America.' But for the brave and self-sacrificing efforts of our soldiers of the South, America would never have been free from British rule."

Children's Corner.



EASTER DAY.

Dear Children: Next Sunday there will be many shining faces telling of glad thoughts of Christ's resurrection and many sweet voices singing Easter anthems. Many a tot will carry to her Sunday school teacher an Easter lily or a bunch of spring violets, or a pretty colored egg. What will all these things mean? Simply that we are especially reminded every spring-time that as the flowers come out of the ground which so short a time ago was bleak and cold and ice-bound, and as the active little chicken comes out of the hard egg which looked so still and dead, so Christ came out of the tomb on the world's first fair Easter morning, and not only proved to us that the dead could live again, but promised us that we all should live again. This is the assurance which makes us all so glad upon this day.

"You think I am dead,"
The apple tree said,
"Because I have never a leaf to show,
Because I stoop
And my branches droop,
And the dull gray mosses over me grow!
But I'm alive in trunk and shoot;
The buds of next May
I fold away,"
But I pity the withered grass at my root."
"You think I am dead,"
The quick grass said,
"Because I have parted with stem and blade!"
But under the ground
I am safe and sound,
With the snow's thick blanket over me laid.
I'm all alive and ready to shoot,
Should the spring of the year
Come dancing here;
But I pity the flower without branch or root."
"You think I am dead,"
A soft voice said,
"Because not a branch or root I own?
I never have died,
But close I hide,
In a plumy seed that the wind has sown.

Patient I wait through the long winter hours:
You will see me again—
I shall laugh at you then,
Out of the eyes of a hundred flowers."

I hope many of you will like to learn by heart these pretty verses by Edith M. Thomas. And here is a sweet song upon the death and resurrection of our Lord Jesus Christ, which appeared in the Independent last year:

Come, little children, come!
Bring flowers and branches gay,
The Son of David rides,
Strew palms upon His way.
The Son of David comes,
To be our conquering King;
Strew garments in His path,
"Hosanna! Glory!" sing.

—♦—♦—
Weep, little children, weep,
For all is night and loss;
The Son of David dies
Upon a Roman cross.
And all our hope is gone;
The sun is dark in heaven,
The earth doth shake for fear,
The rock-hewn tombs are riven.
And those who loved Him faint;
Yea, some have cowered and fled;
The Hope of hopes has failed,
The Life of life is dead.

—♦—♦—
Sing, little children, sing,
For wonder and for love!
The earth is full of flowers,
The skies are bright above.

The stone is rolled away,
Broken the seal of Rome,
And shining angels stand
Above the empty tomb!

He lives who died on cross!
He lives! 'Tis death is slain!
We know Him now, the Son of God,
The Lord Christ come to reign.

I will give you one more Easter thought—the most beautiful, it seems to me, of all. It is St. Paul's. See if you can find it in his writings: "If ye then be risen with Christ, seek those things which are above, where Christ sitteth on the right hand of God." What does it mean?

—Cousin Carrie in *The Observer*.

ATonic

For Brain-Workers, the Weak and Debilitated.

Horsford's Acid Phosphate

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From strife, a peace like lilies' balm;
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Edith Hope Kinney in *The Evangelist*.



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Funk & Wagnalls Company will shortly issue a new book by Dr. Louis Albert Banks, entitled *The Christian Gentlemen*. The book consists of original and practical addresses to young men on such subjects as *In the Temple of the Human Body*, *In the Secret Chambers of His Imagination*, *In His Relation to Women*, *In the Treatment of His Enemies*, etc., etc. The addresses were originally delivered to large and enthusiastic audiences of men in Cleveland at the Y. M. C. A. Hall, and there is an earnest demand for them in book form. The volume will be ready about the end of March.

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The April Current Literature is an exceptional number. The frontispiece is a picture of that most promising of our younger verse-writers, Clarence Urim, whose work is taken up by F. M. Hopkins, in his monthly consideration of the American Poets of Today. The first article in the magazine is an able editorial on Our Relations with Spain. Other interesting original articles (among them an exposure of certain recently discovered cases of plagiarism) are followed by the usual departments, full as they always are of carefully selected matter from English and American books, and daily, weekly and monthly publications.

Mr. B. F. Johnson of Richmond, Va., who always has a deep interest in all things educational, especially in the south, has recently published a pamphlet entitled "A New Era in the Educational Development of the South," by Prof. T. S. Minter of Bryan City, Tex. This pamphlet gives some helpful ideas and suggestions. It is beautifully printed and will be sent to those interested in this subject.

G. P. Putnam's Sons announce a new volume by Anna Katharine Green, author of *The Leavenworth Case*, *That Affair Next Door*, etc., entitled *Lost Man's Lane*. It presents a second episode in the life of Amelia Butterworth, whose experiences in *That Affair Next Door* have been found of interest by many thousand readers. The book is now expected to be in readiness by the close of the present month.

The popular Story of the Nations series, published by Messrs. G. P. Putnam's Sons, now numbers fifty volumes already published, besides several others in preparation. A new cloth cover has been designed for the series, which gives a more dignified appearance upon the library shelves.

Andre Castaigne has drawn for The Century a series of striking full-page illustrations of the Seven Wonders of the World. The first one, a reproduction of the Pharos of Alexandria, will appear in the April Century, with accompanying letter press by Prof. Benjamin Ide Wheeler.

How a workingman can "feed" in Chicago at from five to fifteen cents per meal is told by Mr. Wyckoff in the April chapter of *The Workers*, in Scribner. He reveals one of the day laborer's greatest consolations, when he says: "When living is a daily struggle with the problems of what you shall eat and what you shall drink, and wherewithal you shall be clothed, you take no anxious thought for the morrow, quite content to let the morrow take thought for the things of itself, for sufficient unto the day is the evil thereof."

The next instalment of C. A. Dana's *Reminiscences* (in the April McClure's) will give Mr. Dana's impressions of Lincoln and the several members of the Lincoln Cabinet—particularly Seward and Chase—as Mr. Dana saw them officially and socially, day and night, during the most exciting part of the war. The paper will be illustrated with portraits from the Government Collection of War Photographs.

One of the ablest and most interesting articles on "Child-life" appears in The National Magazine, of Boston for April. It is profusely illustrated from the world's most famous paintings, showing the distinctions between different nationalities in childhood. There is the sweet, reticent little English girl—the sturdy Scotch—the demure little Hollander—the gay young Parisian, the tender and affectionate Italian, the stolid and busy German, the doughty Irish lad, and to crown all, the bud of American life—a bit of sunshine.

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RENEWALS.

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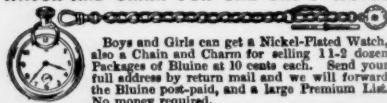
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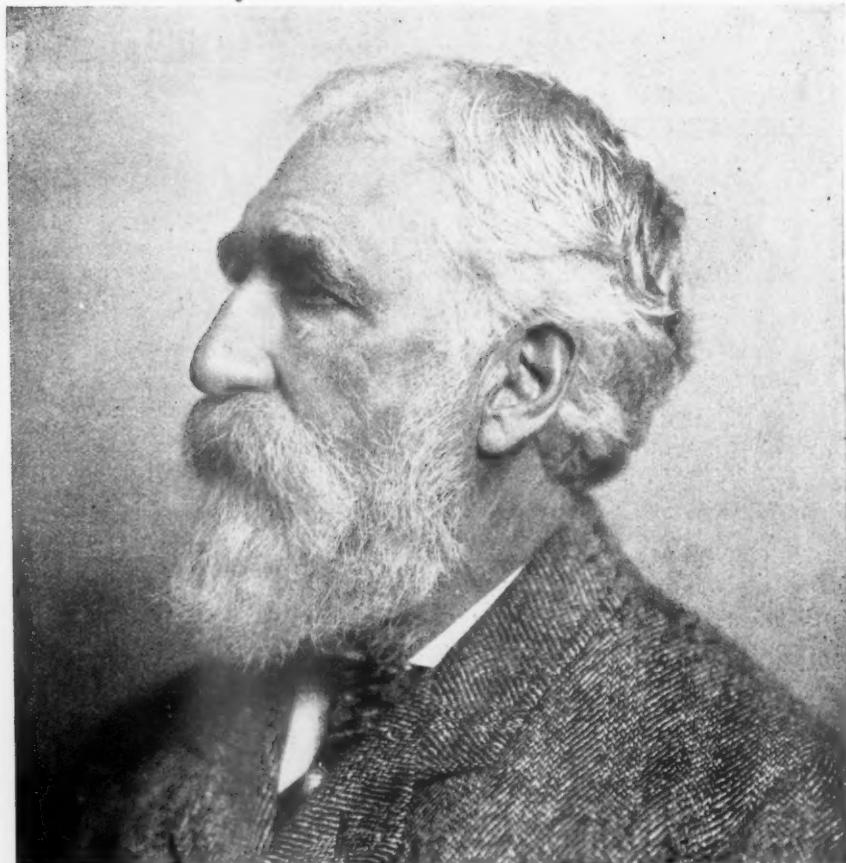
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